**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Introducing addition expressions and number sentences.**  **The Envision Lesson: EnVision 3-3 Addition: Making 9** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Children will recognize parts of the number 9. Counters, white boards, dominos, document camera and a computer are needed. | addend |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| You can use: white boards, magnetic two color counters. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **Day 1**: “This is the word addend”  “Say addend three times”  “Turn to your partner and tell them what you think it is”  “The numbers you add together are called addends”  **Day 2**: “Tell your partner what an addend is”  “Tell and show your partner, with counters, the addends for the sum of 9”  “ In your journal write the word addend, draw a picture and label the addends”  “ Hand action: right hand palm up (addend), left hand palm up(addend), clap together say sum”  **Day 3**: “Use the white board and magnetic counters to create a picture using addends for the sum or 9”  **Day 4**: Have five students on when end of the classroom, four students on the other end of the classroom. Have them move together as you add the ends (addends) you create the sum.  **Day 5**: In groups have the students identify the addends and sum. Use a green highlighter for the addends, and a pink highlighter for the sum.  **Day 6:** Hide a variety of numbers (0-9) around the room. Students search for any two addends. On their whiteboard, they will turn the addends into a number sentence with a sum. Students will check their work with another student. They will then return the numbers, and start again. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   * Model for the students the following activity: * Give each student 9 counters; have them divide them into two groups. * They will tell their partner the number sentence they have created, stating the two addends. * Partners change rolls and repeat for five minutes. * The partner will ask: “How do you know that equals 9? Show that to me.” Students will respond in words as well as showing it with counters. * Other questions that can be asked are: “Can you explain your thinking?” “Does your answer make sense?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Using the document camera, place two dominos (that equal 9) and have the students tell their partner the two addends used and the sum. * In their math journals, students will write the number sentence. * Students will tell their partner how they got their answer. * Dice roller game (found at random.org): teacher operates the computer that generates two die. Students will tell their partner the two addends. They will then decide if it equals 9. * Repeat. * Extension: Teacher rolls one die and asks the students to find the missing addend to 9. The student then has to explain their reasoning for their answer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Give the students a paper. * They will write nine number sentences that equal 9. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Correct the number sentence page. * Quick check master found in Envisions 3-3 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| * Practice addition games found at [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com) * Center activity games found in Envisions 3-3 | |
| **HOMEWORK** | |
| - Send home the Envisions 3-3 reproducible, leveled homework. | |